

Student Name _____

Teacher Name _____

School _____

System _____



ENGLISH III

PRACTICE TEST

Tennessee End of Course Assessment
English III

Logic *Communication* *Media* *Writing*
Language *Informational*
Research *Text* *Literature*



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Introduction to English III

Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment*, professional item writers experienced in each of the content areas researched and wrote the items. Professional editors and test developers carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately 50% more items as were needed in the final editions of the tests.

After items were field tested, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including certain items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they are completing courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

This test contains 65 multiple-choice questions.

You will have ample time to read and answer each of the questions. The English III test has been designed to be administered in one session and is not timed. The first 15 minutes are set aside to complete identifying data on the answer sheet.

Tips for Taking the Test

Preparing for the test

- Take this Practice Test several times.
- Review the Tennessee End of Course Item Sampler for English III located at http://tennessee.gov/education/assessment/sec_samplers.shtml on the Tennessee Department of Education Web site.
- Become familiar with the correct way to mark answers on the answer sheet. There is a sample answer sheet in this Practice Test.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Answer Sheet for the Practice Test

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1 (A)(B)(C)(D) | 14 (F)(G)(H)(J) | 27 (A)(B)(C)(D) | 40 (F)(G)(H)(J) | 53 (A)(B)(C)(D) |
| 2 (F)(G)(H)(J) | 15 (A)(B)(C)(D) | 28 (F)(G)(H)(J) | 41 (A)(B)(C)(D) | 54 (F)(G)(H)(J) |
| 3 (A)(B)(C)(D) | 16 (F)(G)(H)(J) | 29 (A)(B)(C)(D) | 42 (F)(G)(H)(J) | 55 (A)(B)(C)(D) |
| 4 (F)(G)(H)(J) | 17 (A)(B)(C)(D) | 30 (F)(G)(H)(J) | 43 (A)(B)(C)(D) | 56 (F)(G)(H)(J) |
| 5 (A)(B)(C)(D) | 18 (F)(G)(H)(J) | 31 (A)(B)(C)(D) | 44 (F)(G)(H)(J) | 57 (A)(B)(C)(D) |
| 6 (F)(G)(H)(J) | 19 (A)(B)(C)(D) | 32 (F)(G)(H)(J) | 45 (A)(B)(C)(D) | 58 (F)(G)(H)(J) |
| 7 (A)(B)(C)(D) | 20 (F)(G)(H)(J) | 33 (A)(B)(C)(D) | 46 (F)(G)(H)(J) | 59 (A)(B)(C)(D) |
| 8 (F)(G)(H)(J) | 21 (A)(B)(C)(D) | 34 (F)(G)(H)(J) | 47 (A)(B)(C)(D) | 60 (F)(G)(H)(J) |
| 9 (A)(B)(C)(D) | 22 (F)(G)(H)(J) | 35 (A)(B)(C)(D) | 48 (F)(G)(H)(J) | 61 (A)(B)(C)(D) |
| 10 (F)(G)(H)(J) | 23 (A)(B)(C)(D) | 36 (F)(G)(H)(J) | 49 (A)(B)(C)(D) | 62 (F)(G)(H)(J) |
| 11 (A)(B)(C)(D) | 24 (F)(G)(H)(J) | 37 (A)(B)(C)(D) | 50 (F)(G)(H)(J) | 63 (A)(B)(C)(D) |
| 12 (F)(G)(H)(J) | 25 (A)(B)(C)(D) | 38 (F)(G)(H)(J) | 51 (A)(B)(C)(D) | 64 (F)(G)(H)(J) |
| 13 (A)(B)(C)(D) | 26 (F)(G)(H)(J) | 39 (A)(B)(C)(D) | 52 (F)(G)(H)(J) | 65 (A)(B)(C)(D) |

Directions for Taking the Practice Test

In this Practice Test, you will answer different types of English questions. You may write in the open spaces in this book, but remember to fill in the circle on your answer sheet that goes with the answer you choose for each question. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, erase the mark you made and make a new mark.

You may turn back to look at the passages as many times as you wish.

You will do the items in this Practice Test by yourself. Remember to read all the directions carefully. When you see the words *Go On* at the bottom of the page, go to the next page. When you come to the word STOP, you have finished this test. When you have finished, you may check your answers.

On your answer sheet, find Number 1. Mark your answers beginning with Number 1.

You may begin. Stop when you have finished the test.

At the end of the Practice Test, make sure that all your marks are heavy and dark and that you have completely erased any marks that you do not want.

Turn to Page 53 and locate the Answer Key. Check your answers and review those items that you marked incorrectly.

Directions

Read the passage and answer questions 1 through 10.

from *Dwellings: A Spiritual History of the Living World**by Linda Hogan*

- 1 Not far from where I live is a hill that was cut into by the moving water of a creek. Eroded this way, all that's left of it is a broken wall of earth that contains old roots and pebbles woven together and exposed. Seen from a distance, it is only a rise of raw earth. But up close it is something wonderful, a small cliff dwelling that looks almost as intricate and well made as those the Anasazi left behind when they vanished mysteriously centuries ago. This hill is a place that could be the starry skies at night turned inward into the thousand round holes where solitary bees have lived and died. It is a hill of tunneling rooms. At the mouths of some of the excavations, half-circles of clay beetle out like awnings shading a doorway. It is earth that was turned to clay in the mouths of the bees and spit out as they mined deeper into their dwelling places.
- 2 This place is where the bees reside at an angle safe from rain. It faces the southern sun. It is a warm and intelligent architecture of memory, learned by whatever memory lives in the blood. Many of the holes still contain gold husks of dead bees, their faces dry and gone, their flat eyes gazing out from death's land toward the other uninhabited half of the hill that is across the creek from the catacombs.¹
- 3 The first time I found the residence of the bees, it was dusty summer. The sun was hot, and land was the dry color of rust. Now and then a car rumbled along the dirt road and dust rose up behind it before settling back down on older dust. In the silence, the bees made a soft droning hum. They were alive then, and working the hill, going out and returning with pollen, in and out through the holes, back and forth between daylight and the cooler, dark regions of the inner earth. They were flying an invisible map through air, a map charted by landmarks, the slant of light, and a circling story they told one another about the direction of food held inside the center of yellow flowers.
- 4 Sitting in the hot sun, watching the small bees fly in and out around the hill, hearing the summer birds, the light breeze, I felt right in the world. I belonged there. I thought of my own dwelling places, those real and those imagined. Once I lived in a town called Manitou, which means "Great Spirit," and where hot mineral springwater gurgled beneath the streets and rose into open wells. I felt safe there. With the underground movement of water and heat a constant reminder of other life, of what lives beneath us, it seemed to be the center of the world.



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**Cliff Dwellings,
Mesa Verde, Colorado**

¹catacombs: underground structures

- 5 A few years after that, I wanted silence. My daydreams were full of places I longed to be, shelters and solitudes. I wanted a room apart from others, a hidden cabin to rest in. I wanted to be in a redwood forest with trees so tall the owls called out in the daytime. I daydreamed of living in a vapor cave a few hours away from here. Underground, warm, and moist, I thought it would be the perfect world for staying out of cold winter, for escaping the noise of living.
- 6 And how often I've wanted to escape to a wilderness where a human hand has not been in everything. But those were only dreams of peace, of comfort, of a nest inside stone or woods, a sanctuary where a dream or life wouldn't be invaded.
- 7 In other days and places, people paid more attention to the strong-headed will of earth. Once homes were built of wood that had been felled from a single region in a forest. That way, it was thought, the house would hold together more harmoniously, and the family of walls would not fall or lend themselves to the unhappiness or arguments of the inhabitants.

From *DWELLINGS: A SPIRITUAL HISTORY OF THE LIVING WORLD* by Linda Hogan. Copyright © 1995 by Linda Hogan. Used by permission of W.W. Norton & Company, Inc.

1 Read this sentence from Paragraph 1.

But up close it is something wonderful, a small cliff dwelling that looks almost as intricate and well made as those the Anasazi left behind when they vanished mysteriously centuries ago.

Which type of allusion, if any, is used in the sentence?

- A** classical allusion
- B** literary allusion
- C** historical allusion
- D** no allusion

2 In Paragraph 1, what does the hill symbolize?

- F** nature and the effect of progress on it
- G** home and the haven it could provide
- H** hard work and its ultimate satisfactions
- J** tranquility and the struggle to achieve it

3 Which sentence from Paragraph 1 best reveals how the author values the hill?

- A** Not far from where I live is a hill that was cut into by the moving water of a creek.
- B** Eroded this way, all that's left of it is a broken wall of earth that contains old roots and pebbles woven together and exposed.
- C** This hill is a place that could be the starry skies at night turned inward into the thousand round holes where solitary bees have lived and died.
- D** It is earth that was turned to clay in the mouths of the bees and spit out as they mined deeper into their dwelling places.

4 In Paragraph 4, the purpose of the flashback is most likely to

- F** describe the town in detail.
- G** explain the reasons the narrator had for moving.
- H** describe the places where the narrator was content.
- J** explain the meaning of the town's name.

5 Read Paragraph 6.

And how often I've wanted to escape to a wilderness where a human hand has not been in everything. But those were only dreams of peace, of comfort, of a nest inside stone or woods, a sanctuary where a dream or life wouldn't be invaded.

Based on the paragraph, the reader can infer that the narrator

- A** is frightened of other people.
- B** enjoys camping in nature.
- C** experiences trouble sleeping.
- D** finds safety in the natural world.

6 Read this sentence from Paragraph 7.

In other days and places, people paid more attention to the strong-headed will of earth.

The author uses personification in the sentence to

- F** demonstrate that the earth has changed.
- G** emphasize the power of the earth.
- H** explain that the earth is a useful resource.
- J** highlight the benefits of the earth.

7 Read this sentence from Paragraph 1.

Seen from a distance, it is only a rise of raw earth.

The sentence demonstrates which type of irony, if any?

- A** verbal irony
- B** dramatic irony
- C** situational irony
- D** no irony

8 Which excerpt best reveals the author's attitude about the changing relationship between society and nature?

- F** This place is where the bees reside at an angle safe from rain. It faces the southern sun. It is a warm and intelligent architecture of memory, learned by whatever memory lives in the blood.
- G** With the underground movement of water and heat a constant reminder of other life, of what lives beneath us, it seemed to be the center of the world.
- H** I daydreamed of living in a vapor cave a few hours away from here. Underground, warm, and moist, I thought it would be the perfect world for staying out of cold winter, for escaping the noise of living.
- J** Once homes were built of wood that had been felled from a single region in a forest.

- 9** The setting impacts the mood of the passage because the setting causes the narrator to
- A** be hopeful about the future.
 - B** yearn for a shelter from civilization.
 - C** become anxious about the bees.
 - D** regret past decisions.
- 10** How would the passage differ if it were written from a third-person objective point of view?
- F** It would have less emotional content.
 - G** It would contain less detail about the bees.
 - H** It would include more information about the narrator.
 - J** It would focus more on the present than the past.

Directions

The passage is a rough draft. It may contain errors. Read the passage and answer questions 11 through 20.

The Tenacious Marie Curie

- 1 Marie Curie was not only the first woman ever to receive a Nobel Prize, but she also has the honor of being the recipient of two Nobel Prizes in the sciences. In her biography of Marie Curie, Barbara Goldsmith refers to her as “the most famous woman scientist in the world.” In the scientific community, Curie’s eminence originates from her discoveries of the elements radium and polonium, as well as her work with radioactivity.
- 2 Marie Curie was born in Warsaw, Poland. Born on November 7, 1867, as Marya Salomee, she was later known as Marie Curie. She was the fifth child born to Vladislav and Bronislava Skodowski. Curie’s intelligence was evident at an early age when she learned to read on her own. Curie’s older sister, Bronya, was sitting with their mother struggling over a paragraph from a children’s book. Impetuously, four-year-old Marie snatched the book out of her sister’s hands and began reading aloud. Mistaking looks of shock as criticism, Marie cried out, “Beg — pardon! Pardon! I didn’t do it on purpose. It’s not my fault — it’s not Bronya’s fault! It’s only because it was so easy!” (Goldsmith 9).
- 3 Curie carried her strong desire to learn throughout her schooling. The top student of her class, she graduated from high school in 1883 at the age of 15. Unfortunately, devastating news was to follow. The family had no money for she and her older sister, Bronya, to receive advanced degrees. But Curie was resolute in her plans for achieving a higher education. She earned money by tutoring children; this income allowed her to put her sister through college to become a doctor. Subsequently, her sister’s work as a doctor put Curie through college to become a scientist. Through this clever arrangement, which worked so well in July 1894, Curie graduated with a high-level degree in physics and a high-level degree in mathematics from a school known as the College de Sorbonne in Paris.
- 4 During every spare hour available, she and Pierre worked in a makeshift lab a few blocks away from their home. In order to receive her doctorate, Curie had to perform endless scientific experiments. But life did not slow down for Curie during the next few years; in fact, her life became even more complex. From 1894 to 1903, she worked as a teacher, married and started a family with Pierre Curie, and worked on her doctoral degree.
- 5 These years in the lab proved quite productive for Curie. She became intrigued with the idea of measuring the currents reflected off the elements uranium and thorium. Her husband was her perfect intellectual complement. He had recently invented a device that was called a modified electrometer that could detect minute currents of electricity. He also suggested that she use the device to measure the reflected currents. Curie took his advice and, through hours of experimentation, was able to attain measurements. The idea of an element that produced a tiny electric current was so novel that Curie had to name it. She had discovered radioactivity. She supplemented her work by repeatedly

experimenting with these radioactive rays. According to Susan Quinn, Curie's hard work paid off with the discovery of a brand new radioactive element, which she named polonium after her homeland, Poland (173).

- 6 Curie then went on to discover yet another radioactive element, radium. She decided to concentrate her efforts on radium, and after four years of scientific effort she was able to ascertain accurately the atomic weight of radium to be 225 (Quinn 173). Further experimentation with radium led Curie to conclude that many chemicals become radioactive after being exposed to radium in a phenomenon she called induced radioactivity (204). This work with radioactivity proved so influential that the Curies were granted a Nobel Prize in December 1903. Winning the prize provided extra money for more advanced equipment and laboratory facilities and granted Curie the influence and authority to gain recognition as a woman of science.
- 7 Without this accolade, Curie may have been less likely to become the first woman professor at the Sorbonne in 1906. Her prestige in the scientific community was further enhanced when she received her second Nobel Prize in 1911. This time the award was presented to her alone because of her discovery of radium, as well as her ability to isolate this element into its metallic form.
- 8 Curie's tenacity lived on in her daughters, Irene and Eve. Irene became a distinguished scientist and also won a Nobel Prize. In 1935, Irene and her husband, Frederic, were awarded this honor because of their discovery of artificial radioactivity (Pasachoff). Curie's other daughter, Eve, became a best-selling writer when she published her biography about her mother. Like a good role model, Curie taught her daughters that intellect and hard work are rewarded. Furthermore, she instilled the value of persistence and its necessity for advancement to the highest echelons.

Works Cited

Goldsmith, Barbara. Obsessive Genius. New York: Norton, 2005.

Pasachoff, Naomi. "Marie Curie: Her Story in Brief" *aip.org* American Institute of Physics, 2010 Web. 11 Feb. 2010.

Quinn, Susan. Marie Curie: A Life. New York: Simon and Schuster, 1995.

11 Read Paragraph 4.

(1) During every spare hour available, she and Pierre worked in a makeshift lab a few blocks away from their home. (2) In order to receive her doctorate, Curie had to perform endless scientific experiments. (3) But life did not slow down for Curie during the next few years; in fact, her life became even more complex. (4) From 1894 to 1903, she worked as a teacher, married and started a family with Pierre Curie, and worked on her doctoral degree.

Choose the correct order for the sentences.

- A** 1, 4, 3, 2
- B** 3, 4, 2, 1
- C** 2, 1, 4, 3
- D** 4, 2, 3, 1

12 Which sentence from the passage is the thesis statement?

- F** Marie Curie was not only the first woman ever to receive a Nobel Prize, but she also has the honor of being the recipient of two Nobel Prizes in the sciences.
- G** In her biography of Marie Curie, Barbara Goldsmith refers to her as “the most famous woman scientist in the world.”
- H** In the scientific community, Curie’s eminence originates from her discoveries of the elements radium and polonium, as well as her work with radioactivity.
- J** Curie’s intelligence was evident at an early age when she learned to read on her own.

13 Read these sentences from Paragraph 2.

Marie Curie was born in Warsaw, Poland. Born on November 7, 1867, as Marya Salomee, she was later known as Marie Curie. She was the fifth child born to Vladislav and Bronislava Skodowski.

Which of these is the best way to combine the sentences?

- A** The fifth child of Vladislav and Bronislava Skodowski, Marya Salomee, later known as Marie Curie, was born on November 7, 1867, in Warsaw, Poland.
- B** Marie Curie, as Marya Salomee, was the fifth child born to Vladislav and Bronislava Skodowski on November 7, 1867, in Warsaw, Poland.
- C** Later known as Marie Curie, Marya Salomee, who was born on November 7, 1867, was the fifth child of Vladislav and Bronislava Skodowski born in Warsaw, Poland.
- D** Born on November 7, 1867, Marie Curie, born Marya Salomee in Warsaw, Poland, was the fifth child born to Vladislav and Bronislava Skodowski.

14 Read this sentence from Paragraph 3.

Through this clever arrangement, which worked so well in July 1894, Curie graduated with a high-level degree in physics and a high-level degree in mathematics from a school known as the College de Sorbonne in Paris.

Which revision of the sentence is most clearly written?

- F** This arrangement was very clever, and because the arrangement worked, in July 1894, Curie graduated with both a high-level physics and a high-level mathematics degree from a school called the College de Sorbonne in Paris.
- G** This clever arrangement worked, and in July 1894, Curie graduated with advanced degrees in physics and mathematics from the College de Sorbonne in Paris.
- H** This arrangement worked, and it was so clever, in fact, that in July 1894, Curie graduated with two high-level degrees — one of which was in physics, the other in mathematics — from the College de Sorbonne in Paris.
- J** This arrangement was clever; it worked so well that Curie graduated in July 1894, with one degree in physics and another degree in mathematics, which were advanced degrees from the College de Sorbonne in Paris.

15 Read this excerpt from Paragraph 5.

Her husband was her perfect intellectual complement. He had recently invented a device that was called a modified electrometer that could detect minute currents of electricity. He also suggested that she use the device to measure the reflected currents.

Which of the following best combines the sentences in the excerpt above?

- A** Her husband, her perfect intellectual complement, had recently invented a device called a modified electrometer, which could detect minute currents of electricity, and he suggested that she use the device to measure the reflected currents.
- B** Her husband, who was her perfect intellectual complement, had recently invented a device that was called a modified electrometer, it could detect minute currents of electricity, which he suggested that she use to measure the reflected currents.
- C** Her husband, her perfect intellectual complement who had recently invented a device called a modified electrometer that could detect minute currents of electricity, suggested that she use the device to measure the reflected currents.
- D** Her husband was her perfect intellectual complement and had recently invented a device, a modified electrometer, that could detect minute currents of electricity and suggested that she use the device to measure the reflected currents.

16 Which sentence from the passage contains a usage error?

- F** The family had no money for she and her older sister, Bronya, to receive advanced degrees.
- G** She earned money by tutoring children; this income allowed her to put her sister through college to become a doctor.
- H** She became intrigued with the idea of measuring the currents reflected off the elements uranium and thorium.
- J** Curie took his advice and, through hours of experimentation, was able to attain measurements.

- 17** Which excerpt from the passage contains an ambiguous pronoun reference?
- A** Curie carried her strong desire to learn throughout her schooling.
 - B** The idea of an element that produced a tiny electric current was so novel that Curie had to name it.
 - C** Without this accolade, Curie may have been less likely to become the first woman professor at the Sorbonne in 1906. Her prestige in the scientific community was further enhanced when she received her second Nobel Prize in 1911.
 - D** Curie's other daughter, Eve, became a best-selling writer when she published her biography about her mother. Like a good role model, Curie taught her daughters that intellect and hard work are rewarded.
- 18** The author's intended audience for the passage is most likely
- F** scientists who admire Curie's work.
 - G** people who want to learn about the discovery of radium.
 - H** students who plan to pursue a career in physics.
 - J** people who are unaware of Curie's contributions to science.
- 19** Which of these should the author consult for primary source information about this topic?
- A** a magazine article comparing Curie to other Nobel Prize winners
 - B** a scholarly article criticizing Curie's scientific techniques
 - C** a student-written essay about Curie's childhood in Poland
 - D** a journal kept by Curie while conducting her research
- 20** Which of these is a highly focused research topic?
- F** Curie's research that led to her Nobel prizes
 - G** Curie's effects on the contemporary scientific community
 - H** Curie's experiments that resulted in the element polonium
 - J** Curie's studies in physics and mathematics at the College de Sorbonne

Directions Now answer questions 21 through 23.

21 Look at this photograph.



What is the primary conflict in the photograph?

- A** person vs. person
- B** person vs. self
- C** person vs. technology
- D** person vs. nature

- 22** Sandra must learn how to operate the various databases at her new job. The information Sandra needs would best be presented in
- F** an e-mail.
 - G** a project plan.
 - H** a manual.
 - J** a business report.
- 23** Jim is having trouble with the research aspect of his team's geography project. Which strategy will enable the team to complete the project successfully?
- A** informing the teacher of Jim's difficulties
 - B** dividing Jim's duties into manageable chunks
 - C** telling Jim to ask for an extension on the project
 - D** selecting a topic Jim thinks is more interesting

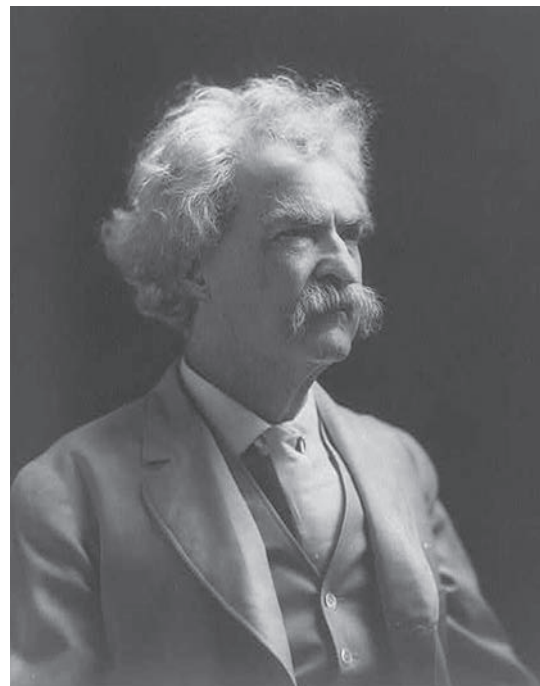
Directions

Read the speech and answer questions 24 through 33.

Dinner Speech: General Grant's Grammar

by Mark Twain

Mark Twain delivered this speech at the Ninth Annual Reunion Banquet of the Army and Navy Club of Connecticut, in Hartford, on April 27, 1887.



Courtesy of Library of Congress #LC-USZ62-5513

Mark Twain
1835–1910

- 1 I will detain you with only just a few words — just a few thousand words; and then give place to a better man — if he has been created. Lately a great and honored author, Matthew Arnold, has been finding fault with General Grant's English. That would be fair enough, maybe, if the examples of imperfect English averaged more instances to the page in General Grant's book than they do in Mr. Arnold's criticism upon the book — but they don't. It would be fair enough, maybe, if such instances were commoner in General Grant's book than they are in the works of the average standard author — but they aren't. In truth, General Grant's derelictions¹ in the matter of grammar and construction are not more frequent than are such derelictions in the works of a majority of the professional authors of our time and of all previous times — authors as exclusively and painstakingly trained to the literary trade as was General Grant to the trade of war. This is not a random statement; it is a fact, and easily demonstrable. I have at home a book called *Modern English Literature: Its Blemishes and Defects*, by Henry H. Breen, F.S.A., a countryman of Mr. Arnold. In it I find examples of bad grammar and slovenly English from the pens of Sydney Smith, Sheridan, Hallam, Whately, Carlyle, both Disraelis, Allison, Junius, Blair, Macaulay, Shakespeare, Milton, Gibbon, Southey, Bulwer, Cobbett, Dr. Samuel Johnson, Trench, Lamb, Landor, Smollett, Walpole, Walker (of the dictionary), Christopher North, Kirke White, Mrs. Sigourney, Benjamin Franklin, Sir Walter Scott, and Mr. Lindley Murray, who made the grammar.
- 2 In Mr. Arnold's paper on General Grant's book, we find a couple of grammatical crimes and more than several examples of very crude and slovenly English — enough of them to easily entitle him to a *lofty* place in that illustrious list of delinquents just named.
- 3 The following passage, all by itself, ought to elect him: "Meade suggested to Grant that he might wish to have immediately under him, Sherman, who had been serving with Grant in the West. *He* begged *him* not to hesitate if *he* thought it for the good of the service. Grant assured *him* that *he* had no thought

¹derelictions: delinquencies

of moving *him*, and in *his* memoirs, after relating what had passed, *he* adds,” etc. To read that passage a couple of times would make a man dizzy. General Grant’s grammar is as good as anybody’s; but if this were not so, Mr. Breen would brush that inconsequential fact aside and hunt his great book for higher game.

4 Mr. Breen makes this discriminating remark: “To suppose that because a man is a poet or a historian, he must be correct in his grammar, is to suppose that an architect must be a joiner,² or a physician a compounder of medicines.” Mr. Breen’s point is well taken. If you should climb the mighty Matterhorn³ to look out over the kingdoms of the earth, it might be a pleasant incident to find strawberries up there. But, great Scott! you don’t climb the Matterhorn for strawberries!

5 I don’t think Mr. Arnold was quite wise; for he well knew that that Briton or American was never yet born who could safely assault another man’s English; he knew as well as he knows anything, that the man never lived whose English was flawless. Can you believe that Mr. Arnold was immodest enough to imagine himself an exception to this cast iron rule — the sole exception discoverable within the three or four centuries during which the English language proper has been in existence? No, Mr. Arnold did not imagine that; he merely forgot that for a moment he was moving into a glass house, and he had hardly got fairly in before General Fry⁴ was shivering the panes over his head.

6 People may hunt out what microscopic motes⁵ they please, but, after all, the fact remains and cannot be dislodged, that General Grant’s book is a great, and in its peculiar department, unique and unapproachable literary masterpiece. In their line, there is no higher literature than those modest, simple memoirs. Their *style* is at least flawless, and no man can improve upon it; and great books are weighed and measured by their style and matter, not by the trimmings and shadings of their grammar.

7 There is that about the sun which makes us forget his spots; and when we think of General Grant our pulses quicken and his grammar vanishes; we only remember that this is the simple soldier, who, all untaught of the silken phrase makers, linked words together with an art surpassing the art of the schools, and put into them a something which will still bring to American ears, as long as America shall last, the roll of his vanished drums and the tread of the marching hosts. What do we care for grammar when we think of the man that put together that thunderous phrase: “Unconditional and immediate surrender!” And those others: “I propose to move immediately upon your works!” “I propose to fight it out on this line if it takes all summer!” Mr. Arnold would doubtless claim that that last sentence is not strictly grammatical; and yet it did certainly wake up this nation as a hundred million tons of A No. 1, fourth-proof, hardboiled, hidebound grammar⁶ from another mouth couldn’t have done. And finally we have that gentler phrase; that one which shows you another true side of the man; shows that in his soldier heart there was room for other than gory war mottoes, and in his tongue the gift to fitly phrase them — “Let us have peace.”

“Dinner Speech: General Grant’s Grammar” by Mark Twain, from *Mark Twain: Collected Tales, Sketches, Speeches, & Essays 1852 – 1890*, copyright © 1981 by The Mark Twain Foundation. Used by permission.

²**joiner:** type of carpenter

³**Matterhorn:** mountain

⁴**General Fry:** general in the Confederate Army

⁵**motes:** specks

⁶**A No. 1, fourth-proof, hardboiled, hidebound grammar:** official and authoritative grammar

24 The argument of the speech is mainly based upon the premise that

- F** grammar is unimportant to the English language.
- G** General Grant cannot be expected to use good grammar.
- H** many accomplished writers use imperfect grammar.
- J** there should be different expectations for the writing of heroes.

25 Which sentence from the speech is the thesis statement?

- A** In truth, General Grant's derelictions in the matter of grammar and construction are not more frequent than are such derelictions in the works of a majority of the professional authors of our time and of all previous times — authors as exclusively and painstakingly trained to the literary trade as was General Grant to the trade of war.
- B** In Mr. Arnold's paper on General Grant's book, we find a couple of grammatical crimes and more than several examples of very crude and slovenly English — enough of them to easily entitle him to a *lofty* place in that illustrious list of delinquents just named.
- C** Can you believe that Mr. Arnold was immodest enough to imagine himself an exception to this cast iron rule — the sole exception discoverable within the three or four centuries during which the English language proper has been in existence?
- D** People may hunt out what microscopic motes they please, but, after all, the fact remains and cannot be dislodged, that General Grant's book is a great, and in its peculiar department, unique and unapproachable literary masterpiece.

26 Which sentence from the speech gives implied evidence that Twain respects General Grant's writing style?

- F** I will detain you with only just a few words — just a few thousand words; and then give place to a better man — if he has been created.
- G** It would be fair enough, maybe, if such instances were commoner in General Grant's book than they are in the works of the average standard author — but they aren't.
- H** General Grant's grammar is as good as anybody's; but if this were not so, Mr. Breen would brush that inconsequential fact aside and hunt his great book for higher game.
- J** What do we care for grammar when we think of the man that put together that thunderous phrase: "Unconditional and immediate surrender!"

27 Twain ordered the details in Paragraphs 1 through 3 to

- A** show why General Grant's grammar is better than that of Arnold's.
- B** build a case as to why Arnold should not criticize General Grant's grammar.
- C** list other authors whose grammatical skills are equivalent to General Grant's.
- D** establish that Arnold and Breen agree about the problems with General Grant's grammar.

28 What is the primary persuasive device used in Paragraph 2 of the speech?

- F** card stacking
- G** plain folks
- H** name-calling
- J** testimonial

29 Read this excerpt from Paragraph 4.

Mr. Breen makes this discriminating remark: “To suppose that because a man is a poet or a historian, he must be correct in his grammar, is to suppose that an architect must be a joiner, or a physician a compounder of medicines.”

The excerpt uses which rhetorical device?

- A analogy
- B alliteration
- C hyperbole
- D metaphor

30 Read this excerpt from Paragraph 6.

In their line, there is no higher literature than those modest, simple memoirs. Their *style* is at least flawless, and no man can improve upon it; and great books are weighed and measured by their style and matter, not by the trimmings and shadings of their grammar.

Which is a paraphrase, not a summary, of the excerpt above?

- F These straightforward, unassuming memoirs can be counted among the greatest works of literature. Their greatness comes from the perfection of their style: for it is not a book’s treatment of trivial issues of grammar that gives it greatness, but its subject and the manner in which it is written.
- G The style of these memoirs is so flawless that no man can improve upon it. Great books are measured and weighed by their matter and style, not by the trimmings and shadings of their grammar. The style of these modest, simple memoirs makes them great.
- H It is impossible to find literature that is better than these flawless memoirs. Compared to other memoirs, their grammar, subject matter, and style are unmatched.
- J These memoirs are perfect and impossible to improve. It should be remembered that great books are weighed and measured by their subject matter, not their grammar.

- 31** Which sentence from Paragraph 7 best shows that Twain values General Grant’s overall character?
- A** And those others: “I propose to move immediately upon your works!”
 - B** “I propose to fight it out on this line if it takes all summer!”
 - C** Mr. Arnold would doubtless claim that that last sentence is not strictly grammatical; and yet it did certainly wake up this nation as a hundred million tons of A No. 1, fourth-proof, hardboiled, hidebound grammar from another mouth couldn’t have done.
 - D** And finally we have that gentler phrase; that one which shows you another true side of the man; shows that in his soldier heart there was room for other than gory war mottoes, and in his tongue the gift to fitly phrase them — “Let us have peace.”
- 32** Which sentence from the speech provides clues about its historical time period?
- F** I have at home a book called *Modern English Literature: Its Blemishes and Defects*, by Henry H. Breen, F.S.A., a countryman of Mr. Arnold.
 - G** “Meade suggested to Grant that he might wish to have immediately under him, Sherman, who had been serving with Grant in the West.”
 - H** Mr. Breen’s point is well taken.
 - J** If you should climb the mighty Matterhorn to look out over the kingdoms of the earth, it might be a pleasant incident to find strawberries up there.
- 33** How does the reader know the speech is a critique, not a summary?
- A** Arnold’s opinion is incorrect, and Twain illustrates this by citing examples of Arnold’s own deficiencies.
 - B** General Grant’s memoirs contain several glaring errors, which Arnold has detailed through an extensive analysis of the text.
 - C** Twain opposes Arnold’s opinion, and then he substantiates his own opinion with facts.
 - D** Breen and Twain are experts on literature, and their findings differ from those of Arnold’s.

Directions


Read the Web page and answer questions 34 through 36.

[BACK](#) [FORWARD](#) [HOME](#) [SEARCH](#) [PRINT](#) [STOP](#) [RELOAD](#) [SECURITY](#)

Address:

Aqua V

Spring water with vitamins and minerals to soothe your body, mind, and soul!



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Aqua V is a natural way to replenish your body's vitamins and minerals without the added calories seen in many sports drinks. With just one **Aqua V**, you'll feel refreshed and ready to take on the next mile or the next stack of papers. **Aqua V** keeps you energized and healthy. Try an **Aqua V**, and you'll agree it is the best supplemental water on the market!

Aqua V — for your body, mind, and soul!

- Home
- Varieties
- Locations
- Feedback
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34 With which statement would the creators of the Web page disagree?

- F** Aqua V is beneficial if you are trying to lose weight.
- G** Aqua V contains artificial additives.
- H** Aqua V will help keep you alert and focused at work.
- J** Aqua V is essential for any athlete.

35 On which false premise is this Web page based?

- A** Aqua V contains vitamins and minerals.
- B** Aqua V is a supplemental water product.
- C** People need Aqua V to stay energetic and refreshed.
- D** People who drink Aqua V are healthier than those who do not.

36 Which word correctly describes the mood of the photograph in the Web page?

- F** reflective
- G** joyous
- H** tranquil
- J** somber

Directions

The passage is a rough draft. It may contain errors. Read the passage and answer questions 37 through 47.

The Super Bowl of Rolley Hole

- 1 When Dad informed me last September that we were going to the Super Bowl, I was embarrassingly enthusiastic, jumping up and down, squealing like a sixth grader at a concert. “Not *that* Super Bowl,” he said as he realized I thought he meant the huge annual championship football game. “We’re going to the one in Overton County, Tennessee,” Dad said, straight-faced. I stopped jumping and squealing and stared at him perplexed, trying to unravel the paradox. “It’s the Super Bowl of Rolley Hole held at Standing Stone State Park,” he explained. When I finally calmed down, I just had to ask, “What’s Rolley Hole?”
- 2 I did some research before our trip and discovered Rolley Hole is a game played with marbles, an old and honored Tennessee tradition particular to the northern part of the state. I also discovered this area is generally revered as the center of the marbles universe, home to the best players in the world. Standing Stone State Park (near Livingston) draws hundreds of Rolley Holers and fans from all parts of the globe each year for an annual tournament that many call “the Super Bowl of Rolley Hole.”
- 3 Rolley Hole is actually a highly competitive game of skill and finesse, one that can be played by almost anybody — young and old, male and female. The object of the game is to roll one’s marbles into a series of thumb-sized holes inside the playing area — which explains the sport’s traditional name — while preventing one’s opponents from getting in. The only real equipment that is needed are two good marbles, preferably they should be made of flint because of its inherent toughness — no one wants a marble to shatter in the heat of battle. It is actually a team sport, too, with two players to a side, each shooting alternately. Skill is important, but tactics and strategy are vital: so much so that purists often compare Rolley Hole to golf, chess, billiards, or croquet — except that it is played on one’s knees around a 40- by 25-foot dirt “yard.” I didn’t quite understand everything, but by the time we headed north that Saturday in September, I was curious to see what this Rolley Hole phenomenon was all about.
- 4 Standing Stone State Park is a beautiful natural area located on hundreds of acres in the Cumberland Mountains, and in the shade of its tall beech and hickory trees, we found the tournament site. My dad, a native Tennessean and a huge fan of the game, had always wanted to play in a Rolley Hole tournament but never did. When we arrived at ten o’clock in the morning, the place was already humming with activity. A thousand purposeful competitors from all over the world, and at least that many enthusiastic spectators, were gathered in an area about the size of a football field. The action was already under way, and I could almost feel an electrical charge in the air.
- 5 There is more to it than that, of course, but the beauty of the game is that it is simple but takes years to master. I know because I sat in on one of the beginners’ sessions before we left, and shooting those little marbles is actually far more difficult than I had ever imagined. Skilled players

of all ages flick their marbles with incredible accuracy and kinetic force and get them to dance and spin from up to twelve feet away whereas I felt fortunate to tap a target marble six inches from my thumbnail.

- 6 Although the finer points of Rolley Hole remain a mystery to me, I quickly caught on to the basic concept of the game. A match consists of three rounds, and in each round a player must place marbles into the three evenly spaced holes in the center of the yard in a specific order: middle hole, top hole, middle hole, bottom hole. Each two-member team collaborates, shooting for those holes, and each teammate must get his or her marble into each hole three times, down the court, back, and down again. All the while, players endeavor to distance their opponents' marbles from the object holes. It is a very hard game to win, and games might take anywhere from a few minutes to more than an hour of hard-fought shooting in which the first team to make all twelve holes wins.
- 7 The matches — particularly the “Super Bowl” championship rounds — were incredibly hard fought and exhilarating, with contestants of all ages crouching and kneeling around various dusty yards, shooting with the intensity and dexterity of surgeons. Avid fans sat in tiered bleachers or were around the edges like the gallery at a golf tournament, savoring every shot. Cries of elation or disgust often erupted from the crowds or from the competitors. Mostly I was impressed by the excellent skills of the shooters. The way they controlled their marbles, applying backspin with a flick of their thumbs to make the little spheres settle into place in the soft dust, was pure magic.
- 8 What I loved was the family atmosphere of the tournament, with teens vying (successfully in many cases) against people old enough to be their mothers or grandfathers. There was a great feeling of fun and excitement in the air. Maybe it was the sound of the bluegrass bands or the curiosity of the marble-making demonstrations or watching the matches for little kids. Whatever it was, I knew before the day was done that I was hooked; I cannot wait to go again next year. I even brought home a souvenir, a pair of high-quality marbles with which I have begun a practice regimen every day. I have aspirations of entering the tournament next year. Who knows? Someday maybe I will even compete in the Super Bowl itself — no helmet required.

37 Based on the rest of the passage, what is the most effective order for Paragraphs 5, 6, and 7?

- A** 7, 6, 5
- B** 5, 7, 6
- C** 7, 5, 6
- D** 6, 7, 5

38 What is the implied main idea of the passage?

- F** What appears to be an unattractive endeavor may surprise people.
- G** Activities with wide followings merit respect regardless of their reputation.
- H** Games demand a remarkable amount of skill despite their apparent simplicity.
- J** The bond between a father and child is strengthened by shared interests.

39 Which transition best connects Paragraphs 1 and 2?

- A** Nevertheless,
- B** Furthermore,
- C** Consequently,
- D** Overall,

40 Read this sentence from Paragraph 3.

The only real equipment that is needed are two good marbles, preferably they should be made of flint because of its inherent toughness — no one wants a marble to shatter in the heat of battle.

Which revision of the sentence uses only the active voice?

- F** The only real equipment that is needed are two good marbles, preferably they should be made of flint because of its inherent toughness — no one wants a marble to be shattered in the heat of battle.
- G** The only real equipment needed are two good marbles, preferably they should be made of flint because of its inherent toughness — no one wants a marble to shatter in the heat of battle.
- H** The only real equipment that one needs are two good marbles, preferably flint marbles because of their inherent toughness — no one wants a marble to shatter in the heat of battle.
- J** The only real equipment to be needed are two good marbles, preferably made of flint because of its inherent toughness — no one wants to have a marble shattered in the heat of battle.

41 Read this sentence from Paragraph 3.

Skill is important, but tactics and strategy are vital: so much so that purists often compare Rolley Hole to golf, chess, billiards, or croquet — except that it is played on one's knees around a 40- by 25-foot dirt “yard.”

Which underlined portion of the sentence has a punctuation error?

- A** Skill is important, but tactics
- B** are vital: so much so
- C** golf, chess, billiards, or croquet
- D** 40- by 25-foot

42 Which sentence from Paragraph 4 is irrelevant to the paragraph and should be deleted?

- F** Standing Stone State Park is a beautiful natural area located on hundreds of acres in the Cumberland Mountains, and in the shade of its tall beech and hickory trees, we found the tournament site.
- G** My dad, a native Tennessean and a huge fan of the game, had always wanted to play in a Rolley Hole tournament but never did.
- H** When we arrived at ten o'clock in the morning, the place was already humming with activity.
- J** The action was already under way, and I could almost feel an electrical charge in the air.

43 Read this sentence from Paragraph 4.

A thousand purposeful competitors from all over the world, and at least that many enthusiastic spectators, were gathered in an area about the size of a football field.

Which is the best synonym for the underlined word as it is used in the sentence?

- A** determined
- B** stubborn
- C** unyielding
- D** staunch

44 Read this sentence from Paragraph 5.

Skilled players of all ages flick their marbles with incredible accuracy and kinetic force and get them to dance and spin from up to twelve feet away whereas I felt fortunate to tap a target marble six inches from my thumbnail.

Which revision of the sentence uses commas correctly?

- F** Skilled players of all ages flick their marbles with incredible accuracy and kinetic force, and get them to dance and spin, from up to twelve feet away whereas I felt fortunate to tap a target marble six inches from my thumbnail.
- G** Skilled players, of all ages, flick their marbles with incredible accuracy and kinetic force, and get them to dance and spin, from up to twelve feet away, whereas, I felt fortunate to tap a target marble six inches from my thumbnail.
- H** Skilled players of all ages flick their marbles with incredible accuracy and kinetic force, and get them to dance and spin from up to twelve feet away, whereas, I felt fortunate to tap a target marble six inches from my thumbnail.
- J** Skilled players of all ages flick their marbles with incredible accuracy and kinetic force and get them to dance and spin from up to twelve feet away, whereas I felt fortunate to tap a target marble six inches from my thumbnail.

45 Read this sentence from Paragraph 7.

Avid fans sat in tiered bleachers or were around the edges like the gallery at a golf tournament, savoring every shot.

What is the most vivid word to replace the underlined verb?

- A** stood
- B** got
- C** hovered
- D** stayed

46 Read this sentence from Paragraph 8.

Maybe it was the sound of the bluegrass bands or the curiosity of the marble-making demonstrations or watching the matches for little kids.

What is the correct way to revise the sentence for parallel construction?

- F** Maybe it was hearing the bluegrass bands or the curiosity of the marble-making demonstrations or watching the matches for little kids.
- G** Maybe it was the sound of the bluegrass bands or the curiosity of the marble-making demonstrations or the joy of watching the matches for little kids.
- H** Maybe it was the sound of the bluegrass bands or considering the marble-making demonstrations or watching the matches for little kids.
- J** Maybe it was the sound of the bluegrass bands or considering the marble-making demonstrations or the joy of watching the matches for little kids.

47 Which sentence from the passage best shows the author's attitude about the skills of the Rolley Hole competitors?

- A** I did some research before our trip and discovered Rolley Hole is a game played with marbles, an old and honored Tennessee tradition particular to the northern part of the state.
- B** I also discovered this area is generally revered as the center of the marbles universe, home to the best players in the world.
- C** It is actually a team sport, too, with two players to a side, each shooting alternately.
- D** The way they controlled their marbles, applying backspin with a flick of their thumbs to make the little spheres settle into place in the soft dust, was pure magic.

Directions

Read the drama and answer questions 48 through 52.

from Act One of *Love's Old Sweet Song**by William Saroyan***CHARACTERS:**

ANN HAMILTON, *a beautiful and rather elegant woman in her early forties, comes out of the house, looks around, walks about in the yard, to the gate, smells and cuts several roses, singing "the years, the years, they come and go," and so on; goes up onto the porch, sits down in the rocking-chair with a love-story magazine, waiting for nothing, least of all a telegram.*

GEORGIE AMERICANOS, *Greek-American Postal Telegraph¹ messenger, arrives, skidding, on a bicycle.*

GEORGIE: You Miss Ann Hamilton?

ANN: I am.

GEORGIE: Well, a fellow by the name of Barnaby Gaul is coming out from Boston to visit you. He sent you this telegram. Know him?

ANN: Barnaby Gaul? May I read the telegram?

GEORGIE: It's collect.² A dollar and eighty cents. It's a long night-letter. Lots of people can't pay for collect telegrams nowadays, but they always want to know what's in them just the same, so I *memorize* everything and let them know. *Free*. That's my little gift to society. People are poor. A dollar and eighty cents is a lot of money. Know him?

ANN: I'm afraid there must be some mistake.

GEORGIE: Oh, no, there isn't.

ANN: I don't know anybody in Boston. Are you *sure* the telegram's for me?

GEORGIE: If you're Ann Hamilton, it's for you. Otherwise it ain't. Mistakes sometimes happen.

ANN: What's that name again?

GEORGIE: Barnaby Gaul. B-a-r-n-a-b-y, Barnaby. G-a-u-l, Gaul. We get a lot of different kinds of telegrams, but this is the best *I've* ever seen. This telegram is about love.

ANN: Love?

GEORGIE: That's right. L-O-V-E, love. I'll recite the message to you. It's against the rules of the company. My sympathies are with the poor, not the rich. To tell you the truth, I'm a radical.

¹**telegraph:** a machine that sent written messages, telegrams

²**collect:** paid by the recipient instead of the sender

ANN: Are you?

GEORGIE: Of course I'm an American, too. My father's Greek. He used to be a wrestler. My father's *father* used to be a tobacco-grower in Smyrna, in the old country. We read philosophy. My name's Georgie Americanos.

ANN: How do you do?

GEORGIE: How do you do?

ANN: Won't you sit down, Georgie?

GEORGIE: That's all right. You lived in this house twenty-seven years?

ANN: I've lived in this house all my life. My goodness, I'm forty-four years old.

GEORGIE: You're the lady, all right. My father's been reading Greek philosophy to me for three years. Consequently, I'm intelligent. The telegram goes like this. (*Reciting the telegram.*) Boston, Massachusetts. September 7, 1939.

ANN: September 7? Today's September 15.

GEORGIE: Well, to tell you the truth, I lost the telegram. It was in my pocket. I don't know *how* it got there. I always put telegrams in my hat.

ANN: Good gracious, Georgie, tell me what's in the telegram, even if it *is* eight days old.

GEORGIE: Has anybody walked by in front of this house whistling *Love's Old Sweet Song* lately?

ANN: No, Georgie. Please recite the telegram.

GEORGIE: Well, let me think a minute. Get everything straight. O.K. Here it is. "If you remember me, I am the young man with the red hair who walked in front of your house twenty-seven years ago whistling *Love's Old Sweet Song*." Do you remember him?

ANN: No, I don't. Please recite the *whole* telegram.

GEORGIE: How could you forget a guy like that? He goes on to say: "You were sixteen years old at the time. You had half a dozen roses in your hand. Four red and two white. I hardly noticed you when I went by, and then I came back and said hello, and you said hello. I said what is your name and you said Ann Hamilton. You didn't ask my name. We talked a minute or so and that was all. I made a note of the number of your house and the name of the street and went away. I am now fifty-one years old and want you to know I love you." *Now*, do you remember him?

ANN: No, Georgie. Is there anything more?

GEORGIE: Plenty! There's plenty more. He says: "I am coming back to you, even if you're married and have five children." How about it? Are you? Have you?

ANN: I'm not married.

GEORGIE: Aren't you married?

ANN: No. Please finish the telegram, Georgie.

GEORGIE: Well, he says: “Get rid of everybody. Love is everything. I know, now. Nothing else matters. I will walk in front of your house again very soon and I will be whistling the same old sweet song of love.” They don’t usually send telegrams this way, even when they’re collect. They usually try to say everything in ten words. He says: “If you remember me, speak to me. If you do not speak, I shall know you have forgotten. Please remember and please speak to me. I love you. BARNABY GAUL.” That’s the whole message, word for word. A dollar and eighty cents. Know him?

ANN: No, I don’t.

GEORGIE: Are you Ann Hamilton?

ANN: My name is Ann Hamilton.

GEORGIE: Well, *he* knows *you*. He sent you this message all the way from Boston. You’re going to speak to him, aren’t you?

ANN: No, I’m not.

GEORGIE: Doesn’t love mean *anything* to you?

ANN: No, it doesn’t.

GEORGIE: Why? Just because he hasn’t forgotten?

ANN: A girl of sixteen is liable to be polite and say a few words to any man who speaks to her.

GEORGIE: This is different. Don’t you remember holding half a dozen roses in your hand? Four red and two white?

ANN: I’ve cut roses from these bushes hundreds of times. I don’t remember any *particular* time.

GEORGIE: Don’t you remember a guy with red hair, whistling?

ANN: No, I don’t. I’m not sixteen, Georgie. I’m forty-four.

GEORGIE: Well, all I know is you mean everything in the world to this Barnaby Gaul. And by all rights he ought to mean everything in the world to you, too.

ANN: Well, he doesn’t mean *anything* to me.

GEORGIE: I wouldn’t be so sure about that. He may come by here and sweep you right off your feet.

ANN: No, he won’t.

GEORGIE: Why not?

ANN: I’m perfectly happy.

GEORGIE: Oh, no, you’re not. You can’t fool me. You may be satisfied, but you’re not happy. You’ve got to be a little *unhappy* to be perfectly happy. Satisfied’s one thing, and happy’s another. (*Pause.*) Socrates.

ANN: What’s he say in that telegram?

GEORGIE: That's more like it. Listen carefully. (*Reciting.*) "If you remember me, I am the young man with the red hair who walked in front of your house — " (*Whistling.*) Listen. (*At the gate.*) It's *him*. Barnaby Gaul. He's come back to you, just like he said he would. This is the greatest love story that's ever taken place in the streets of Bakersfield, California. Speak to him.

ANN: I don't remember anybody like that.

GEORGIE: Speak to him. The man's come all the way from Boston to see you again. He's moved everything back twenty-seven years where it belongs. Say a kind word.

ANN: I don't know what to say.

GEORGIE: Say *anything*. He'll understand.

ANN: (*At the gate.*) Here he comes. Don't go away, Georgie.

GEORGIE: Go away? I wouldn't miss this for anything in the world.

From *Love's Old Sweet Song* by William Saroyan, copyright © 1940 by the Trustees of Leland Stanford Junior University. Used by permission.

48 Read this excerpt from the drama.

ANN: Well, he doesn't mean *anything* to me.

GEORGIE: I wouldn't be so sure about that. He may come by here and sweep you right off your feet.

ANN: No, he won't.

GEORGIE: Why not?

ANN: I'm perfectly happy.

GEORGIE: Oh, no, you're not. You can't fool me. You may be satisfied, but you're not happy. You've got to be a little *unhappy* to be perfectly happy. Satisfied's one thing, and happy's another. (*Pause.*) Socrates.

From the excerpt, the reader can infer that

- F** Georgie is a known expert on Socrates.
- G** Barnaby is a stranger to Ann.
- H** Georgie is an outspoken person.
- J** Ann is both happy and satisfied.

49 Read this excerpt from the drama.

GEORGIE: That's more like it. Listen carefully. (*Reciting.*) "If you remember me, I am the young man with the red hair who walked in front of your house — "
(*Whistling.*) Listen. (*At the gate.*) It's *him*. Barnaby Gaul. He's come back to you, just like he said he would. This is the greatest love story that's ever taken place in the streets of Bakersfield, California. Speak to him.

What purpose do the stage directions serve?

- A** They establish the setting and foreshadow upcoming conflict.
- B** They contribute to the characterization and relationship between the actors.
- C** They indicate how the lines should be spoken and describe offstage activity.
- D** They describe what the stage looks like and how the actors should move.

50 The reader learns about Barnaby's first encounter with Ann during the

- F** rising action of the plot.
- G** falling action of the plot.
- H** climax of the plot.
- J** exposition of the plot.

51 What would be gained if this drama were performed instead of read?

- A** The emotions of the characters would be more apparent.
- B** The characters would be more essential to the plot.
- C** The plot would come to a conclusion more quickly.
- D** The foreshadowing would be more effective.

52 Which statement from the drama is an opinion, rather than a fact?

- F** That's my little gift to society.
- G** Mistakes sometimes happen.
- H** My father's been reading Greek philosophy to me for three years.
- J** And by all rights he ought to mean everything in the world to you, too.

Directions Now answer questions 53 through 55.

53 Which word has become part of the English language within the last fifteen years?

- A monitor: a device that displays images from a computer
- B hardware: the physical parts of a computer or other electronic device
- C netbook: an economical portable computer with minimal processing capabilities
- D online: the state in which a computer is capable of accessing the Internet

54 Read this excerpt from a letter.

Camden Avenue needs to be repaired for several reasons. First of all, this highly traveled street has become hazardous for many commuters during rush hour. Also, it is a popular street for children riding their bikes after school. Last winter, I caught my foot on a cracked curb, which caused me to sprain my ankle.

The letter writer could best strengthen the argument for getting Camden Avenue repaired by including which statement?

- F Many local towns have forgone repairs because of budgetary issues.
- G The street would be more attractive if the trees were trimmed.
- H The town also refuses to repair Pierce Lane and Brock Road.
- J Several residents have damaged their cars on the street.

55 Choose the word that best completes the analogy below.

Dilapidated is to a structure as frayed is to a _____.

- A vessel
- B monument
- C civilization
- D fabric

Directions

Read the biography excerpt and the recipe and answer questions 56 through 62.

The following excerpt from The Apprentice: My Life in the Kitchen, by Jacques Pépin, describes an incident from the youth of the famous chef during World War II.

The Apprentice

by Jacques Pépin

- 1 Every couple of weeks, Mme.¹ Mercier undertook the formidable task of making bread, a staple for the family. Preparation started two to three days ahead of time. She began with a leftover hunk of dough about the size of a plucked chicken, which she kept covered with water in an earthen jar in the cool cellar under the house. To that, she added flour, water, and salt to form a soft mixture, like slurry,² in the *pétrin*, or kneading vessel. The *pétrin* was made of carved hardwood and resembled a coffin in size and appearance. Proudly displayed, with its beautiful carved lid, it functioned as a table or sideboard when not in use for bread baking.
- 2 Making the dough was backbreaking work. The first slurry would be left to ferment and rise a little, usually overnight. In the morning, the fermentation would have run its course, and Mme. Mercier added fresh flour and water to the mixture to give it new life. She left the dough again for a few hours to activate and ferment, repeating this process, called a *rafraîchi*, or refreshing, several times over the course of three days. Eventually, her dough became strong, elastic, and filled with pockets of air, which would burst and produce a wonderfully aromatic, yeasty fragrance that permeated the farmhouse. On the final day, Mme. Mercier shaped the dough into round loaves, saving a piece to store in the cellar as a starter for the next batch of bread.
- 3 Like every other household in Montvernier, the Merciers lacked an oven large enough to bake the dough Mme. Mercier had so laboriously prepared. Instead, the people of the town shared a massive common baking oven with the residents of a nearby village called Montbrunal. Bread-baking day had all the excitement of a carnival. Villagers greeted each other loudly and gossiped in small clusters. Kids ran about and played. I was standing forlornly on the outskirts when Roland appeared.
- 4 He was staying with a family in Montbrunal, which meant that I would not only see him on baking days but on Sundays as well, since the villages also shared a single church. Montvernier and Montbrunal



Pétrin

¹Mme.: the French language equivalent of Mrs.

²slurry: watery mixture

were so close together that we could even walk to visit each other during the week when our farm duties permitted.

- 5 The oven seemed as large as a house, and together Roland and I watched the baker-farmer feed it with the pile of wood needed to bring it to the proper temperature. The smell of so much baking bread was enthralling. We stood there for hours. One after the other, farmers arrived with their loaves, two dozen or so each, and the baker would take over. At the end of the day, some farmers brought casserole dishes, containing anything from beans to cabbage, to be cooked overnight in the heat retained by the oven.

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Sourdough: The World's Oldest Leavened Bread Recipe

Sourdough bread is known for its tangy sour flavor and the fact that no added yeast is necessary to make it rise. The yeast is unnecessary because the bread is made with a special starter batter of ground grains and water into which natural yeasts in the air settle. The yeasts devour the sugars in the batter, producing carbon dioxide and making the bread rise. This naturally occurring process was discovered thousands of years ago, probably by accident, making sourdough the oldest of all leavened bread recipes. To enjoy the ancient treat of a sourdough loaf, try the recipes below for both a starter and bread!

Starter Recipe

Ingredients:

- 1 cup warm water
- 1 cup bread flour (all-purpose or whole wheat)

To make the starter:

1. Blend warm water and flour.
2. Pour batter into a wide-mouthed jar or crock with a loose-fitting lid.
3. Place the batter in a warm area with a temperature about 70 to 80 degrees (for example, an oven with the light bulb turned on) until a bubbly froth appears, which can take eight to 12 hours.
4. The starter is now ready to make bread, but if you're not prepared to make bread immediately, loosely cover the jar or crock of starter and place it in the refrigerator. If using a jar, poke a hole in the lid because the natural yeasts in the starter expel gases whose growing pressure can burst a jar that is too tightly sealed.
5. While storing starter in a refrigerator, "feed" about once a week. To feed starter, remove half of it from the jar (this half may be given to a friend who does not want to bother making starter on his or her own, or it should be discarded). Then add a half-cup each of fresh flour and warm water and blend.

Sourdough Bread Recipe

Ingredients:

- 2 cups "proofed" starter
- 3 cups bread flour (all-purpose or whole wheat)
- 2 tablespoons oil or butter
- 4 teaspoons sugar
- 2 teaspoons salt

To make the bread:

1. “Proof” the starter by pouring it from the jar into a bowl and stirring 1 cup each of warm water and bread flour into it. Allow the starter to set for a few hours in a warm place until frothy bubbles appear.
2. Place 2 cups of the proofed starter into a bowl and return the remaining starter to the jar and refrigerate it for the next time you make sourdough bread.
3. Add sugar, salt, and oil or butter to the bowl of proofed starter and mix ingredients.
4. Dump the contents of the bowl onto a cutting board, sprinkle with a half-cup of the flour, and begin kneading the flour into the dough.
5. Continue kneading the rest of the flour into the dough.
6. Once all of the flour is kneaded into the dough, place the dough back into the bowl and set in a warm area to rise until it has doubled in size.
7. Turn the dough back onto the cutting board, punch it down, and briefly knead it.
8. Place the dough on a baking sheet and let it rise in a warm area until it has again doubled in size.
9. Place the risen loaf in an oven without preheating, set the oven to 350 degrees, and bake for 30 to 45 minutes. The loaf is done when the crust is brown and creates a hollow sound when tapped with a wooden spoon.
10. Place the loaf on a rack to cool for an hour and then slice and enjoy this tasty, ancient treat!

56 Read this excerpt from Paragraph 2 of “The Apprentice.”

She left the dough again for a few hours to activate and ferment, repeating this process, called a *rafraîchi*, or refreshing, several times over the course of three days. Eventually, her dough became strong, elastic, and filled with pockets of air, which would burst and produce a wonderfully aromatic, yeasty fragrance that permeated the farmhouse.

How does the description of bread making in the biography excerpt differ from that found in “Sourdough: The World’s Oldest Leavened Bread Recipe”?

- F** The excerpt appeals to the senses as well as provides facts.
- G** The excerpt reveals the lengthy process involved with baking bread.
- H** The excerpt gives a description of the dough while providing baking information.
- J** The excerpt expands on ideas to help explain difficult steps.

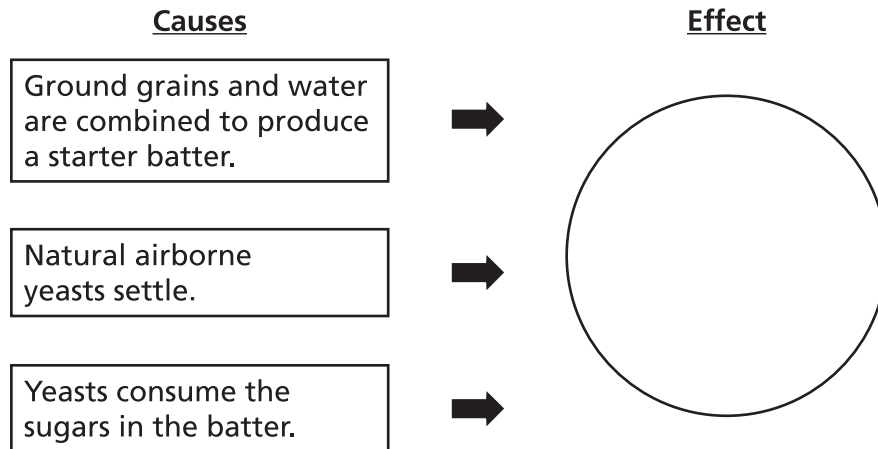
57 What is the implied main idea of the biography excerpt and the recipe?

- A** What is learned in youth can have a lifelong impact.
- B** To become a master at anything takes time.
- C** Traditional cooking methods are still the most effective.
- D** Commitment to detail achieves desired results.

58 Which statement best synthesizes information presented in “The Apprentice” and “Sourdough: The World’s Oldest Leavened Bread Recipe”?

- F** Sourdough is an ancient leavened bread recipe that originated in France.
- G** The sourdough will be ruined if the oven is not adequately preheated.
- H** Properly preparing and storing the starter is critical to baking sourdough.
- J** Most people avoid baking sourdough because it requires several days to make.

- 59** The author uses the word enthralling in Paragraph 5 of the biography excerpt to emphasize that the aromas are
- A** accidental.
 - B** calming.
 - C** notable.
 - D** captivating.
- 60** In the biography excerpt, Mme. Mercier’s character is primarily revealed through
- F** how she interacts with the people from the nearby village.
 - G** what she thinks of the farmers who bring bread to be baked.
 - H** how she works in preparing the dough.
 - J** what she shares with others about herself.
- 61** The “Starter Recipe” is listed before the “Sourdough Bread Recipe” because the
- A** starter will not froth if it is made after the sourdough.
 - B** starter requires fewer ingredients than the sourdough.
 - C** sourdough takes more time to prepare than the starter.
 - D** sourdough cannot be made until the starter is completed.

62 Read the graphic.

According to the recipe, what is the effect of the given causes?

- F** Yeast is perfected and bread becomes easier to bake.
- G** The sourdough loses its sweetness and becomes tangy.
- H** Carbon dioxide is produced and the bread rises.
- J** A bubbly froth appears over the dough.

Directions Now answer questions 63 through 65.

63 Read the English words below.

hydrate
hydraulic
hydroelectric

From which language did these words originate?

- A** Greek
- B** French
- C** Latin
- D** Spanish

64 When Mary insisted that her pizza be served on fine china rather than a paper plate, her friends accused her of being a

- F** femme fatale.
- G** je ne sais quoi.
- H** cause célèbre.
- J** prima donna.

65 Look at this image.



By looking at the photograph, one can infer that it was taken

- A on a Saturday night.
- B by someone new to the area.
- C in a modern Asian city.
- D before an important event.

Answer Key

Item Number	Correct Answer
1	D
2	G
3	C
4	H
5	D
6	G
7	D
8	J
9	B
10	F
11	B
12	H
13	A
14	G
15	A
16	F
17	B
18	J
19	D
20	H
21	A
22	H

Item Number	Correct Answer
23	B
24	H
25	D
26	J
27	B
28	H
29	A
30	F
31	D
32	G
33	C
34	G
35	C
36	G
37	A
38	F
39	C
40	H
41	B
42	G
43	A
44	J

Item Number	Correct Answer
45	C
46	G
47	D
48	H
49	C
50	J
51	A
52	J
53	C
54	J
55	D
56	F
57	D
58	H
59	D
60	H
61	D
62	H
63	A
64	J
65	C

Reporting Categories

Below you will find that each item has been linked to its corresponding Reporting Category. These six Reporting Categories will be used to report scores from the actual test.

You can find the Reporting Categories and their Performance Indicators grouped together in the Tennessee End of Course Item Sampler for English III located on the Tennessee Department of Education Web site at http://tennessee.gov/education/assessment/sec_samplers.shtml.

Item	Reporting Category
1	6 – Literature
2	6 – Literature
3	4 – Logic
4	6 – Literature
5	4 – Logic
6	6 – Literature
7	6 – Literature
8	6 – Literature
9	6 – Literature
10	6 – Literature
11	2 – Writing and Research
12	2 – Writing and Research
13	1 – Language
14	1 – Language
15	2 – Writing and Research
16	2 – Writing and Research
17	1 – Language
18	2 – Writing and Research
19	2 – Writing and Research
20	2 – Writing and Research
21	3 – Communication and Media
22	2 – Writing and Research
23	3 – Communication and Media
24	4 – Logic
25	3 – Communication and Media
26	4 – Logic
27	3 – Communication and Media
28	4 – Logic
29	3 – Communication and Media

Item	Reporting Category
30	3 – Communication and Media
31	4 – Logic
32	6 – Literature
33	3 – Communication and Media
34	2 – Writing and Research
35	4 – Logic
36	3 – Communication and Media
37	2 – Writing and Research
38	5 – Informational Text
39	2 – Writing and Research
40	1 – Language
41	1 – Language
42	2 – Writing and Research
43	2 – Writing and Research
44	1 – Language
45	2 – Writing and Research
46	2 – Writing and Research
47	2 – Writing and Research
48	4 – Logic
49	6 – Literature
50	6 – Literature
51	6 – Literature
52	4 – Logic
53	1 – Language
54	4 – Logic
55	4 – Logic
56	3 – Communication and Media
57	5 – Informational Text
58	5 – Informational Text
59	1 – Language
60	6 – Literature
61	5 – Informational Text
62	4 – Logic
63	1 – Language
64	1 – Language
65	3 – Communication and Media

End of Course Assessment
English III

PRACTICE TEST



TN00004213